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ABSTRACT

This course is designed to meet the needs of any student, either concurrently or previously enrolled in third- or fourth-year French, who desires to review the essentials of French grammar and to increase his vocabulary. It is, however, specifically planned for those who want to take the College Board Achievement Test in French. For that reason, the course deals largely with the development of the reading and writing skills, but the use of French as the language of the classroom is strongly recommended. Few textbooks are planned for a nine-week course, but several suggestions are made in the list of materials. From these the teacher will select what seems best for the particular class, according to the course outline. The relative amount of time allotted to the skills emphasized will be suggested but will, of necessity, be independent upon the level of achievement of the students enrolled. Also included here are a statement of the broad goals and performance objectives of the course, a detailed description of course content, suggested classroom procedures, and sample evaluations. (Author)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE QUINMESTER PROGRAM

DADE COUNTY PUBLIC SCHOOLS

ADVANCED FRENCH REFRESHER

7524.14
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DIVISION OF INSTRUCTION • 1971

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DIVISION OF INSTRUCTION

Dade County Public Schools
Miami, Florida
1971

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COURSE DESCRIPTION

This course is designed to meet the needs of any student, either concurrently or previously enrolled in third or fourth year French, who desires to review the essentials of French grammar and to increase his vocabulary. It is, however, specifically planned for those who want to take the College Board Achievement Test in French. For that reason, the course deals largely with the development of the reading and writing skills, but the use of French as the language of the classroom is strongly recommended. Few textbooks are planned for a nine weeks course, but several suggestions are made in the list of materials. From these the teacher will select what seems best for the particular class, according to the course outline. The relative amount of time allotted to the skills emphasized will be suggested but will, of necessity, be dependent upon the level of achievement of the students enrolled.

BROAD GOALS AND PERFORMANCE OBJECTIVES

A. To integrate, clarify, and supplement the student's knowledge of the basic structures of the French language.

1. 90% of the students will be able to identify correctly as to tense 90% of verb forms given.
2. When told the specific tense to be used, 90% of the students will be able to supply the correct form with 80% accuracy.
3. When given specific directions 80% of the students will be able to produce the correct tense and verb form with 80% accuracy.
4. Given a number of sentences with noun objects 80% of the students will be able to rewrite the sentence, replacing the nouns with the correct pronouns, putting them in the proper place, and making the past participle agree correctly if necessary, with 80% accuracy.
5. 90% of the students will be able to combine two sentences into one with the correct relative pronoun with 80% accuracy.
6. Given a series of statements, 90% of the students will be able to formulate a question using the proper interrogative word or words with 90% accuracy.
7. 90% of the students will be able to complete sentences with the correct form and position of adjectives with 90% accuracy.
8. When given specific directions 90% of the students will be able to supply the correct form and position of the determinants with 80% accuracy. This includes definite, indefinite, and partitive articles, and demonstrative and possessive adjectives.
9. 90% of the students will be able to form and use correctly adverbs with 90% accuracy.

B. To improve the student's reading comprehension by developing his control of previously learned vocabulary and by increasing his word power through intensive study of idiomatic expressions and new words in context.

1. When given specific directions 90% of the students will demonstrate by written reaction their knowledge of previously learned words and expressions with 90% accuracy.
2. 90% of the students will be able to select the correct synonym, antonym, or expression similar in meaning from a matching list of words or expressions not previously learned with at least 80% accuracy.
3. When given adapted and/or edited selections from literature with new vocabulary at proper level 90% of the students will be able to demonstrate by written reaction their comprehension of the material with a minimum of 80% accuracy.

COURSE CONTENT

A. Verbs

1. Tense formation

a. Regular verbs

b. Pronominal verbs

c. Irregular verbs--see separate list

d. Orthographic--changing verbs--see list

2. Tense usage

a. Indicative mood

(1) Use of present tense to express an action begun in the past and continuing in the present with depuis, depuis quand, depuis combien de temps, depuis que, il y a ..... que, voici (voilla).....que.

(2) Use of present tense in a si clause with future

(3) Use of imperfect with depuis quand, etc.

(4) Use of imperfect in contrast with the passé composé

(5) Use of imperfect in a si clause with conditional

(6) Use of imperfect in indirect discourse

(7) Use of future after quand, lorsque, dès que, and aussitôt que

(8) Use of passé composé in contrast with imperfect

(9) Use of plus-que-parfait in si clauses

(10) Use of plus-que-parfait after quand, etc. with imperfect

b. Conditional mood

(1) Use of past and present in si clauses

(2) Use in indirect discourse to replace future

c. Imperative mood

d. Infinitive

(1) Use to replace a clause

(2) Verbs taking a, de, or no preposition before a complementary infinitive

e. Participles

(1) Use of present participle with en

(2) Agreement of past participles

f. Subjunctive mood

(1) After verbs of emotion

(2) verbs of volition

(3) verbs of doubting

(4) certain impersonal expressions

(5) impersonal expressions used negatively and interrogatively

(6) penser, croire, esperer used negatively and interrogatively

(7) certain conjunctions

(8) superlative constructions

(9) expressions of negation

(10) in adjective clauses

(11) after indefinite relatives

B. Personal pronouns

1. Conjunctive--direct and indirect object plus y and en

2. Disjunctive, including

a. after a preposition

b. alone, the verb not expressed

c. for emphasis

d. to clarify a possessive

e. as indirect object if the direct object is first or second person

f. in a compound subject or object

g. as indirect object to certain verbs and verb phrases (penser, songer, venir, courir, avoir affaire, etc.) and all reflexive verbs when reference is to persons. Y and en are usually used when reference is to things.

C. Relative pronouns

D. Interrogative pronouns and adjectives

E. Nouns and qualifying adjectives

1. Irregular plurals of both

2. Feminine of adjectives

3. Position of adjectives

4. Comparison of adjectives

F. Demonstrative and possessive adjectives and pronouns

G. Adverbs

1. Formation

2. Position

3. Comparison

H. Articles

1. Definite

2. Indefinite

3. Partitive

I. Negatives

J. Indefinite adjectives and pronouns

K. Vocabulary and reading comprehension

1. Review of vocabulary from previously studied materials
2. Drill of new words and expressions from reading selections
3. Reading materials at the appropriate level for students

Structural Survey of Levels I, II, and III, AL-M Materials

Level I

definite and indefinite articles

agreement of adjectives (limited)

negation, simple

partitive articles

interrogation

possessive adjectives

a plus the definite article

contradictory si

direct and indirect object pronouns

passe compose with avoir

passe compose with etre

demonstrative adjective

Level II

pronominal verbs

imperative

negative with infinitives

stress pronouns

y and en

object pronouns with imperative

imperfect tense, formation and use

qu'est-ce qui and qu'est-ce que

ce qui and ce que

order of two object pronouns in same sentence

future tense, formation and use after quand and des que

connaitre versus savoir

relative pronouns qui and que

conjunction que

ce versus il

conditional mood

si clauses

subjunctive mood after verbs of emotion, desire, necessity and certain conjunctions

demonstrative pronouns

formation of adverbs

Level III

verbs of perception plus infinitive

laisser plus infinitive

faire plus infinitive

verbs of perception plus qui

en plus the present participle

stress pronouns plus -meme

If students have completed Units 23 and 24, this is all they will have had.

passe simple

comparions of adjectives and adverbs

superlative constructions

neuter le

interrogative words, including quel and lequel

past perfect tense

conditional perfect

past subjunctive

position of adverbs with compound tenses

inverted word order

impersonal constructions

passe surcompose

future perfect

past infinitive

more relative pronouns (ou, lequel, dont)

subjunctive after de peur que, a condition que, attendre que, s'attendre a ce que, douter, expressions of doubt.

uses of present and past subjunctive

subjunctive in adjective clauses

subjunctive following a superlative

reciprocal verbs

possessive pronouns

possessive a

Irregular Verbs

This list of verbs is arranged according to the way in which they appear in the AL-M books. However, those which appear in the Level 1 textbook are there in only two tenses, obviously. Some other verbs which are conjugated like the model have been suggested for the teacher to use if he desires.

Level I

avoir

être

aller

dire, also contredire, interdire

écrire, also décrire, inscrire

faire, also defaire, satisfaire

falloir

lire, also élire

mettre, also admettre, commettre, omettre, permettre, promettre, soumettre, transmettre

prendre, also apprendre, comprendre, surprendre

tenir, also appartenir, contenir, obtenir, retenir, soutenir

sortir, also dormir, mentir, partir, sentir, servir

venir, also devenir, preveir, revenir, se souvenir

voir

Level II

connaître, also paraître, disparaître, apparaître, reconnaître

croire

envoyer

éteindre, also craindre, plaindre, peindre, atteindre, joindre

ouvrir, also couvrir, decouvrir, offrir, souffrir

pleuvoir

pouvoir

savoir

vouloir

Level III

s'asseoir

battre, also se battre, combattre

boire

construire, also conduire, detruire, produire, traduire

courir, also parcourir

cueillir, also accueillir, recueillir

devoir

plaire, also deplaire, se taire

recevoir, also apercevoir, decevoir

rire, also sourire

suivre, also poursuivre

vivre

Orthographic-changing Verbs

This list includes some of the more common verbs that belong to this category.

I. Verbs in -cer

placer, commencer, tracer, prononcer, lancer, annoncer, s'avancer, forcer, pincer

II. Verbs in -ger

manger, arranger, changer, charger, deranger, encourager, nager, neiger, plonger, proteger, rager, ranger

III. Verbs in -oyer, -uyer, and -ayer (change is optional for -ayer verbs)

employer, ennuyer, appuyer, essuyer, balayer, effrayer, essayer, payer

IV. Verbs in e plus consonant plus -er

appeler, se rappeler, jeter, renouveler, projeter (double consonant)

acheter, emmener, amener, crever, enlever, geler, lever, mener, peser, promener, ramener, relever, soulever (accent grave)

V. Verbs in e plus consonant plus -er

suggérer, célébrer, compléter, considérer, délibérer, espérer, inquiéter, opérer, penétrer, posséder, preférer, protéger, régler, repéter, sécher, succéder

SUGGESTED PROCEDURES

A. Pre-testing

It is recommended that all students enrolled be given the MLA Proficiency Tests in Reading and Writing, Level M, Form MA at the beginning of the course. This will help both students and teacher to plan the best possible course for those involved. Depending upon information gained from scores made by students, the teacher will be able to determine how much time should be given to development of each of the two skills.

B. Time allotment

The teacher may choose to alternate the days spent on structure with those spent on reading or the two skills may be taught in concentrated blocks of time. This will depend entirely upon the desires of the teacher and class, but the following different possibilities are suggested.

1. Structure three days a week and reading two days.
    a. Verbs--three weeks
    b. Personal pronouns--two weeks
    c. Relative and interrogative pronouns--one week
    d. Demonstrative and possessive pronouns--one week
    e. Nouns, adjectives and adverbs--one week
    f. Articles, negative, and indefinites--one week
2. Structure two days a week and reading three days with the same relative amount of time devoted to structure as above.
3. Four weeks block of time for each skill with a week for testing.

C. Classroom procedure

1. Organized class work

If the teacher chooses to have the whole class doing the same thing at the same time, the above suggested time allotment will probably suffice with the additional recommendation that the class be taught in French.

2. Individualized instruction

If the MLA Proficiency Test, or some other similar test, is given for diagnostic purposes, careful analysis of the scores may possibly reveal that the students enrolled are at varying levels of proficiency. If this is true, it will probably be best to plan the course individually with each student and to allow him to work at his own level and at his own pace. Since there are few, if any, textbooks planned for a nine weeks course anyway, it appears advisable to use some sort of workbook to teach the structures involved. These workbooks contain many different exercises and many different tests which a student could use to evaluate his own progress. Some of the available ones are listed in the materials for students along with two suggestions for a text to be used for reading.

C. Evaluation

It is highly recommended that all students be given the MLA Proficiency Tests in Reading and Writing, Level M, Form MB, at the end of the course with the objective that a minimum of 80% of the students achieve a score of at least the 75% percentile according to the general norms for their level. Sample test questions are included in this course outline for those teachers who do not choose to make use of these printed proficiency tests.

SAMPLE EVALUATION

The test questions that are included are intended for suggestions as to types of questions that may be used to evaluate each performance objective separately. Examples of questions rather than a complete test are given because the course content may vary from school to school or even from student to student within the class. The performance objectives may be tested separately or they may be tested all together at the end of the ccurse if no other proficiency test is given.

A. Verbs--

1. Objectives 1 and 2 may easily be evaluated together with questions such as the following:

   Write the correct form of the verb given in the column at the right, making it match as to tense, person, and number the corresponding verb form in the column at the left.

   Ex. il était — jouer

   Ans. il jouait

   a. elles parlent — choisir
   b. nous avons aonne — aller
   c. je finirai — pouvoir
   d. tu attendais — ouvrir
   e. ils avaient achete — se battre
   f. (que) vous restiez — être
   g. il vendrait — voir
   h. je voudrai — avoir
   i. ils vont — prendre
   j. (que) je mette — savoir

2. Objective 3

a. Past tenses

Complete the following sentences, using the correct past tense: imperfect, passe compose, past perfect.

Dimanche dernier, quand je (se reveiller), je (voir) que le jardin (etre) couvert de neige: il (neiger) toute la nuit. Mon frere et ma petite soeur (etre) ravis. Nous (sortir) dans le jardin et nous (commencer) a faire des boules de neige. Enfin, nous (faire) un bonhomme de neige.

b. Subjunctive mood

(1) Write the verb in parentheses in the correct form, <u>indicative</u> or <u>subjunctive</u>.

Je voudrais que nous (partir) de bonne heure et que nous (faire) un pique-nique.

Mes amis disent que je (être) toujours en retard; ils souhaitent que je (être) a l'heure.

J'espere que vous (être) satisfair de vos examens.

Son professeur veut qu'elle (apprendre) le vocabulaire qu'elle ne (savoir) pas.

(2) Combine the following two sentences into one, making use of either the infinitive or the subjunctive.

Mes amis viendront en vacances chez moi. J'en suis heureux.

Je suis oblige de partir en juin. Je le regrette.

Je ne fais pas mon lit. Ma mere ne l'aime pas.

Nous avons de mauvaises notes. Nous en sommes furieux.

(3) Complete the following sentences putting the verb either in the past subjunctive or in the passe compose.

Il est possible que votre amie (faire) une erreur; mais il est probable qu'elle ne (se tromper) pas.

Je ne suis pas sûr que vous (avoir raison), mais je suis sûr que votre amie (avoir tort).

J'espère que mon père me (envoyer) de l'argent; cependant je doute qu'il me (envoyer) 1.000 dollars!

Il est naturel que votre père (être) surpris de votre decision; mais je suis certain qu'll la (approuver).

c. Conditional mood

(1) Put the verb in parentheses in the correct tense and mood according to the sense of the sentence.

Si les enfants (savoir) ce que nous (savoir), ils ne (vouloir) pas grandir.

Si les chiens (pouvoir) parler, nous (dire) -ils ce qu'ils pensent des hommes?

Elle va passer, son examen la semaine prochaine, si elle ne (reussir) pas, son père (etre) très mecontent.

Si vous (avoir) besoin d'argent, vous (chercher) du travail, n'est-ce pas?

(2) Rewrite the following sentences putting the main verb in the correct past tense and making the necessary changes in the dependent verb.

Je suis sûr que Jean obtiendra son diplome.

On nous dit que l'examen ne sera pas difficle.

Nous esperons que chacun pourra finir à l'heure.

J'espère que vous viendrez me voir.

B. Personal Pronouns - Objective 4

Rewrite the following sentences, replacing all nouns with pronous and making all necessary changes.

1. A-t-elle repondu a ses amis?
2. A-t-elle repondu aux lettres?
3. Il s'est approche de la villa.
4. Il s'est approche de ses amis.
5. Il a montré les photos au roi.
6. Il a montré les photos au palais.
7. Combien d'argent avez-vous preté a Paul?
8. Il ne ve pas me presenter a sa cousine
9. Va-t-il les presenter à leurs cousins?
10. Il a ecrit la lettre à Robert.

C. Relative Pronouns - Objective 5

Combine the following two sentences into one, making use of the correct relative pronoun.

1. C'est un restaurant. Mes parents l'aiment beaucoup.
2. Le grand magasin est ouvert le dimanche. Nous habitons près du magasin.

3. Les livres sont des livres russes. Vous les voyez sur la table.

4. On a construit un nouveau bâtiment. Au centre de ce bâtiment il y a un jardin.

5. Richard a oublié son devoir. Il est sur son bureau.

D. Interrogative Pronouns - Objective 6

For each of the following sentences, write a question for which the word or words underlined are the answer.

1. L'histoire ancienne l'interesse.

2. Je veux boire une tasse de café.

3. Nous avons invité Henri.

4. J'ai travaillé chez M. Brown.

5. Il s'est servi de son couteau pour reparer sa montre.

6. Je m'intéresse aux coutumes anciennes.

E. Adjectives - Objective 7

Rewrite each of the following sentences, placing the adjective given in parentheses in its proper place in the sentence and making the proper agreement.

1. (cher) Mes soeurs sont ici.

2. (vieux) Il y a des dames ici.

3. (beau) Je connais un acteur.

4. (joli, charmant) C'est une dame.

5. (beau, italien) Ce sont des voitures.

F. Determinants - Objective 8

1. Correct article

Complete the following sentences with the correct form of one of the articles.

a. _____pommes sont bonnes.

b. Voulez-vous _____ pommes?

c. Je ne veux pas _____pommes?

d. J'aime _____ pommes.

e. J'ai assez _____ pommes.

f. Je veux _____ bonnes pommes.

g. Je veux _____ pommes vertes.

2. Correct demonstrative

Complete the following sentences with appropriate demonstratives.

a. _____montagne-ci est plus haute que _____.

b. J'ai trouvé _____livres-ci et _____ qui sont sur le bureau.

c. Regardez _____arbre.

d. Regardez _____vieil arbre.

e. Où sont vos parents et _____de vos amis?

G. Adverbs - Objective 9

1. Correct form

Complete each of the following sentences supplying the correct form of the adverb related to the adjective given in parentheses.

a. (sage) Ils agissent _____.

b. (bon) Il parle _____.

c. (prudent) Il le fait _____.

d. (mauvais) Elle écrit_____.

e. (tel) Elle est _____belle.

2. Correct placement

Rewrite each of the following sentences, placing the adverb in parentheses in its correct position.

a. (bien) Il a fait son devoir en français.

b. (a peine) Ils ont fini le travail.

c. (attentivement) Elle ecoute le professeur en classe.

d. (souvent) Ses cousines ont parlé d'elle.

e. (profondement) Il etait emu par ce qu'il a vu.

H. Reading Comprehension - Objective B 3

Testing of this item will depend greatly on the text used, so it is impossible to give a good sample question on reading. Multiple-choice questions for this purpose are familiar to all teachers and therefore need no explanation.

I. Vocabulary - Objectives B 1 and B 2.

Questions on vocabulary items are also familiar to all teachers, but several different ways they may be given are here suggested.

1. Select the correct definition

brouillard a. une querelle entre amis

b. le froid en hiver

c. une condition atmospherique

d. une salutation amicale

2. Select the correct synonym.

châtiment a. chasse b. punition c. choix d. course

3. Complete the sentences with idioms selected from the list given below, making any necessary changes.

Les professeurs justes ne sont pas ceux qui punissent _____.

Les professeurs devraient nous _____ce qui se passe dans le monde.

Si un professeur désire que son cours soit interessant, il devrait _____ses eleves.

tenir au courant de
a tort et à travers
se mettre à la portée de

4. Rewrite the following sentences, replacing the underlined words with approximate equivalents selected from the list.

Je <u>commence</u> a travailler.

J'ai <u>observé</u> une chose.

<u>Après</u> six mois, je ne peux plus y rester.

<u>Pendant</u> qu' on vieillit, on durcit.

Il a <u>consenti</u> a repondre aux questions

accepter de
s'apercevoir de
au bout de
se mettre à
à mesure que

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